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ABSTRACT

This proposal for the creation of a teacher center is divided into three sections: (a) a statement of the goals of the initiators, (b) budgetary information, and (c) needs statements of Alachua County school personnel and the University of Florida, College of Education. The goals are: (a) to strengthen the relationship between university and public school staffs with respect to pre- and in-service programs; (b) to develop a collaborative approach to comprehensive needs assessment and planning for professional development; (c) to encourage the utilization of more effective organizational procedures for participatory educational decision making; (d) to develop procedures for the identification and dissemination of potential resources within the school system, university, and community which could be channeled into clinical professional development programs; (e) to develop an evaluation plan for all training activities carried out through the teacher center; (f) to build mechanisms for the recognition of leadership of an participation in training programs as a vital aspect of professional development; and (g) to develop a collaborative organizational structure for the Alachua Teacher Center. For each goal statement, several objectives and activities for attaining these objectives are listed. Evaluation procedures for attainment of each objective are also included. (HMD)

COLLABORATIVE RESOURCES for EDUCATIONAL ALTERNATIVES for TEACHER EDUCATION

ALACHUA COUNTY SCHOOLS/UNIVERSITY of FLORIDA TEACHER CENTER

SP008 438

ED 096303

PROPOSAL FOR CREATE

Alachua County/University of Florida Teacher Center
Collaborative Resources for Educational Alternatives for Teacher Education

Submitted to

State of Florida Department of Education

Principal Collaborators

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Date of Proposal: August 12, 1974

Proposed Initiation of Center: August 23, 1974

PREFACE

The Alachua County Schools, the Alachua County Education Association, and the College of Education of the University of Florida have welcomed the opportunity to form a Teacher Center Council to design CREATE. The Center's acronym suggests the Council's hopes and dreams for educational growth, renewal, and change through professional development training opportunities for all participants in the educational process.

CREATE stands for Collaborative Resources for Educational Alternatives for Teacher Education. In addition to the interinstitutional collaboration required by the Teacher Education Center Act, the CREATE proposal emphasizes the need for parents and students to become active participants in the process of educational change.

The CREATE proposal is intentionally flexible and broad in scope in order to encourage the identification of emerging needs and in order to provide for the coordination of resources to meet those needs. The Council anticipates that future plans will become increasingly specific as validated teacher education programs are fully implemented.

The CREATE proposal envisions a Teacher Education Center which is committed to teacher training for effective implementation of instruction directed toward realization of the Goals for Florida Education. CREATE is compatible in its conceptualization with the purpose and mission of the Florida Educational Research and Development Program: its focus upon creating a "new school" in Alachua County is coupled with a comprehensive evaluation system to assure CREATE's accountability to its clients - preservice and inservice educational personnel. CREATE also incorporates aspects of recommendations by the Governor's Citizens' Committee on Education concerning Teacher Centers, professional evaluation, competency-based programs, and differentiated staffing.

We have reviewed the enclosed Teacher Center proposal which has been prepared by the Alachua Teacher Center Council, and we assure our support and the support of our respective organizations for its implementation during the 1974 - 1975 academic year.

Donna D. Faxon

Donna D. Faxon
President, Alachua County Education Association

James W. Longstreth

James W. Longstreth
Superintendent, School Board of Alachua County

Bert L. Sharp

Bert L. Sharp
Dean, College of Education, University of Florida

GOAL 1

To improve and strengthen the cooperative relationship between university and public school faculty members and administration with respect to preservice and inservice programs.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will design and implement by January 1, 1975, at least one vehicle of communication exchange to help keep professionals informed of ideas and developments at both institutions and at the Center.	1. Teacher Center Council members and staff will examine and evaluate the following types of communication procedures: newsletter, open meetings on pre-announced topics, public information media, scheduled "get-togethers" at school centers, open-agenda rap sessions, etc.	1. Documentation with dates, including sample printed materials, will be filed in the Teacher Center office. Evaluative feedback on these procedures and their effectiveness will be reviewed as a basis for further planning.
2. The Teacher Center will identify areas of common concern and interest and solicit participation of university and public school representatives in joint discussions, planning sessions, implementation, and follow-up evaluation.	2. Teacher Center Council members, staff, and task groups will study needs assessment data already collected to identify common concerns. Small group invitational meetings with cross-sectional representation from both institutions will be scheduled to consider alternative action plans for joint programs. Whenever possible, these action plans will be implemented with appropriate built-in evaluation strategies.	2. Documentation with dates of joint meetings, suggested action plans, and decisions with respect to implementation will be filed in the Teacher Center office. Evaluation findings of action plans which are tried will also be placed on file.
3. The Teacher Center will sponsor at least once during the 1974-75 academic year a get-together of university and public school personnel involved in preservice field placements and supervision in order to explore ways to improve clinical preservice training.	3. Teacher Center staff will invite a cross-section of public school teachers who have supervised preservice teachers to one or more meetings with university faculty to discuss strengths and limitations of placement and supervision procedures and practices. Any recommendations generated as a result of the meeting(s) will be circulated for reactions to appropriate personnel in both institutions.	3. Documentation with dates of meetings, an outline of concerns discussed, and suggestions or recommendations will be filed in the Teacher Center office. Summaries of any action taken on the recommendations will also be filed, along with teacher evaluations of changes.

GOAL 1 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
4. The Teacher Center will work to strengthen undergraduate and graduate preservice training programs for instructional and administrative educational personnel by publicizing the activities and recommendations of public schools/college of education task groups which are already functioning and by organizing new task groups to examine other areas of preservice training.	4. The Teacher Center Council and staff will gather information about the functioning of Cluster Committees in the Childhood Education Program in order to evaluate these clusters as a possible model for the establishment of other task groups. The Teacher Center Council will nominate and/or appoint a task group or study committee of school and college of education personnel to study and critique other professional educational training programs with respect to their objectives, learning activities, and evaluation procedures. Any recommendations generated by the task groups will be circulated for reactions to appropriate personnel in both institutions.	4. Notes on the nature, role, and function of the CEP Clusters along with notes on Council evaluation of the usefulness of the clusters as a model will be filed in the Teacher Center office. Documentation of Council action, task group members, dates of meetings, outlines of concerns discussed, and suggestions or recommendations offered will be filed in the Teacher Center office. Summaries of any action taken on the recommendations will also be filed.
5. The Teacher Center will organize a committee to explore alternative patterns for establishing support systems (diverse helping relationships and arrangements) for teachers, staff, and administrators during their first year of full-time public school experience. Possibilities for similar support systems for first year college of education faculty will also be explored.	5. The Teacher Center Council will appoint a committee formed of public school and university personnel to study the needs and problems of first-year teachers and administrators and to suggest alternative patterns for providing resource support during this period.	5. Documentation of Council action, committee membership, dates of meetings, outlines of concerns discussed, and suggested alternatives for support systems will be filed in the Teacher Center office. It is expected that one or more of the support systems would be tried during the following year.

GOAL 1 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
6. The Teacher Center will identify and try out a variety of ways in which public school and college of education personnel may gain first-hand understanding of each others' roles and responsibilities.	6. Teacher Center Council members, staff, and task groups will participate in brain-storming sessions to generate ways to develop improved role understandings. Possibilities include exchange of roles, co-teaching of public school or university activities, assignment of university faculty to teaching teams, professional training activities in which personnel from both institutions perform learner roles, etc.	6. Copies of lists of brain-storming suggestions and event logs or anecdotal notes on the effectiveness of activities tried will be filed in the Teacher Center office.
7. The Teacher Center will plan and schedule a series of at least three meetings or develop at least three audio- or videotaped programs concerned with the translation of educational research into classroom practice and application.	7. Teacher Center Council members and staff will identify three or more topics under research by members of the college of education which have implications for public school programs. Researchers will work with other education faculty and with public school personnel to prepare presentations which include direct practical suggestions for implementing research findings.	7. Lists of topics identified for possible presentation, schedules of programs and or evidence of production of audio- or videotaped presentations will be filed in the Teacher Center office.

GOAL 2

To develop a collaborative approach to comprehensive needs assessment and planning for professional development in which interests and needs of all participants in the educational process would be included.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will develop by March 1, 1975, one or more processes for needs assessment within the public school system and the college of education, including surveys of students and parent concerns at all levels.	1. Teacher Center Council will designate a needs assessment task force(s) to determine the types of data needed for needs assessment and wants assessment and to determine alternative approaches for collecting the needed data. The design for needs assessment will include both individual and group competencies; personal, interpersonal, and organizational concerns. Student and parent assessments of educational outcomes of university or public school enrollment will also be included.	1. Documentation of Council action, task force members, dates of meetings, outlines of concerns discussed, and suggestions or recommendations for needs assessment will be filed in the Teacher Center office. Copies of suggested instruments and survey procedures will also be placed on file.
2. The Teacher Center will implement by April 1, 1975, at least one process for surveying needs for professional development of public school and college of education personnel.	2. The Teacher Center Council and staff, with possible resource help, will select and/or develop needs assessment instruments and procedures. The staff will reproduce and distribute survey instruments, initiate interviews of appropriate persons, collect and analyze the results using computer processing capability wherever possible.	2. A management timetable for conducting the needs assessment survey will be approved by the Council and posted in the Teacher Center office. Copies of instruments and/or interview protocols will be filed along with results of these needs assessment procedures.
3. The Teacher Center will develop feedback procedures to provide needs assessment results to administrators and/or planning teams for the purpose of establishing needs priorities for planning at all levels of the educational system. The data will be made available by May 1, 1975.	3. Teacher Center Council members and staff will provide various analyses of the needs assessment data to leadership personnel in the public school and college of education systems. Council members and staff will also make themselves available to discuss needs assessment findings upon request. If appropriate, needs assessment findings will also be made available to public media.	3. Copies of analyses of needs assessment data and dated log entries showing distribution will be filed in the Teacher Center office. Notes on conferences between Council and staff members and institutional leaders will also be filed.

GOAL 2 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will design and test a model for coordination of Council and Center needs assessment activities with those of the self-study committee for the Master Plan for Inservice Education.	4. Teacher Center Council members and staff will meet with members of the self-study committee to clarify roles and functions and to determine distribution of responsibilities. It is anticipated that the Master Plan Committee would continue to function but within the framework of the Teacher Center.	4. Notes on joint meetings, including dates, individuals in attendance, and decisions reached about respective needs assessment responsibilities and activities, will be filed in the Teacher Center office.

GOAL 3

To encourage the development and utilization of more effective organizational procedures for educational decision-making, so that those who are affected by decisions have an opportunity to participate in making those decisions.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will sponsor an effort to inform public school and college of education personnel about legislative intent which is explicit or implicit in recent legislation concerning educational comprehensive planning, FTE funding, accountability, Teacher Centers, etc.	1. Teacher Center Council members and staff will invite legislators and education committee staff members to speak to interested professional and lay groups. Cassette tapes of talks and/or presentations given elsewhere will be made available upon request. Publicity through Teacher Center communications will supplement institutional publications and public media.	1. Copies of correspondence with legislators and committee staff members will be kept on file in the Teacher Center office. News releases concerning speakers, printed publicity, notes on meeting attendance, lists of available cassette recordings, etc., will also be filed.
2. The Teacher Center will publish summaries of or excerpts from studies on decentralized or participative decision-making in a newsletter or other communication vehicle. Summaries of narrative descriptions of institutional change programs may also be included.	2. Teacher Center staff members and resource personnel will identify studies for possible inclusions in the newsletter or other publication. ERIC systems, unpublished studies, journal articles, and other resources will be searched systematically for appropriate material.	2. A resource file on studies of participative or collaborative decision-making and the effects of various leadership styles will be assembled in the Teacher Center office. Copies of summaries or excerpts included in Teacher Center publications will be kept on file.
3. The Teacher Center will, as part of its needs assessment activities, initiate a plan to collect base-line data on organizational variables which affect the climate for professional growth and change.	3. The Teacher Center Council will request the needs assessment task force(s) to survey teacher and administrator perceptions of influence processes in decision-making, extent of innovations, openness of communication, support for change efforts, congruence of goals and objectives, etc. These data will be used to document the impact of organizational effectiveness training and organizational change in school centers and/or departments.	3. Copies of organizational needs assessment instruments and results of surveys conducted with these instruments will be filed in the Teacher Center office. Anecdotal documentation of organizational changes which occur during the year will also be filed.

GOAL 3 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
4. Upon request the Teacher Center will provide assistance to educational leaders to help them develop a climate supportive for experimentation, problem-solving, team-building, and change.	4. The Teacher Center Council, staff, and resource people will identify and/or train individuals who are skilled in organizational diagnosis and consultation, and will make these individuals available to educational leaders.	4. The Teacher Center staff will maintain records of requests for organizational development consultation, notes on the nature of the consultation and brief descriptions and evaluations of the outcomes, if any.
5. Upon request and upon consent of the status leader, the Teacher Center will provide support and assistance to teams of teachers who wish to undertake a project which would involve changes in instructional patterns.	5. The Teacher Center Council, staff, and resource people will identify and/or train individuals in skills and techniques of organizational diagnosis and consultation, and will make their services available to instructional teams.	5. The Teacher Center staff will maintain records of requests, notes on the consultation activity, and descriptions and evaluations of the outcomes, if any.
6. The Teacher Center will offer a variety of training programs concerned with decentralized decision-making and organizational effectiveness. It will provide either introductory experiences or clear statements of the objectives and designs of the activities in order to assure that prospective participants know the nature of the training activity which they have chosen.	6. The Teacher Center staff will arrange for appropriate leadership and materials to conduct workshops to bu ld skills in communication, team-building, and problem-solving. The staff will also organize or develop seminars, mini-courses, printed modules, and/or audio cassettes on factors in school based management: comprehensive planning, FTE budgeting, citizen advisory councils, student advisory groups, etc. These program offerings will be advertised or publicized as they become available.	6. The Teacher Center staff will develop a file of available and needed resources for organizational effectiveness training. The staff will maintain a log of workshops conducted, numbers of participants, and evaluations as well as utilization records of individual or small group independent training materials.

GOAL 3 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
7. The Teacher Center will explore ways to increase student, parent, citizen, and non-instructional personnel involvement in educational goal-setting and program-planning.	7. The Teacher Center Council will establish a study group to explore ways in which non-professional educators can contribute meaningfully to educational decision-making. This group may then serve as a resource to various educational advisory groups.	7. Documentation of study group meetings, including dates, concerns discussed, and recommendations will be placed on file. Evidence of their consultation with advisory groups will also be on file.
8. Upon request, the Teacher Center will offer organizational skills training to decision-making groups such as the Curriculum Council, the School Board, department heads, the Teacher Center Council, etc.	8. The Teacher Center Council, staff, and resource people will identify human and material resources to assist planning and decision-making groups function more effectively. The availability of these resources will be publicized.	8. The Teacher Center staff will maintain records of requests for skills training, notes on the types of training provided, and descriptions and evaluations of the outcomes, if any.

GOAL 4

To develop procedures for the identification, coordination, utilization, evaluation, and dissemination of potential resources and resource talent within the school system, the university, and the community which could be channeled effectively into clinical preservice and inservice training programs.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will develop and continually expand and update a resource file to include pertinent information about resource persons, listings and descriptions of resource materials for loan, and notes on new instructional materials and where they may be examined or seen in action.	1. The Teacher Center Council will appoint a task group to develop and circulate a survey form inviting respondents to nominate themselves or others they know as resource persons for self-selected topics and/or activities. Once the consent of the nominated individual has been obtained, the task group, if it so decides, may evaluate the offered resource prior to placement in the resource file. The Teacher Center staff, with the assistance of Council members and interested individuals, will preview and evaluate materials available from other educational or commercial sources. Those found appropriate will be purchased. Notes on new resources will be included in the Center newsletter or other communication vehicle.	1. The resource file will be kept in the Teacher Center office for use by staff and other interested professional personnel. New items will carry the date of their inclusion in the file. Inquiries about types of resources will be logged, and materials check-outs will be recorded to ascertain use and demand level and need for additional sets of materials.
2. The Teacher Center will establish mechanisms and procedures in order to serve as a clearinghouse for resource requests. It will also establish procedures for evaluation of resource effectiveness.	2. The Teacher Center Council and staff, with the assistance of appropriate resource persons, will prepare written and/or telephone request forms which provide sufficient information about the objectives of those seeking resource help and their judgment about the type(s) of materials needed in order to match resources with needs. A catalogue of resources might be provided to schools and to the college of education to assist in resource identification. A format for evaluating the effectiveness	2. Copies of request forms will be filed in the Teacher Center office. Resource person use and materials check-out will be documented whenever possible. At least a sample of users of clearinghouse services will complete an evaluation of the extent to which the resources contributed to reaching their

GOAL 4 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
	of the resource in meeting user objectives will also be developed.	professional development objectives.
3. The Teacher Center will identify by September 30, 1974, key liaison professional development personnel in each school center and college of education department to serve as communication and resource need and information links to the Center.	3. The Teacher Center Council and/or staff will request that each school center and department identify a contact person for professional development information and communication. These contact people may be called together from time to time for updating on Center services and activities.	3. Lists of contact people and the dates when their names were submitted will be filed in the Teacher Center office. Agendas for meetings of the contact people will also be filed.
4. The Teacher Center will provide resources upon request for the implementation of staff development components included in the district Master Plan for Inservice Education when these components meet criteria established by the Council.	4. The Teacher Center staff will screen resource requests according to criteria for funding and/or resource allocation policies established by the Teacher Center Council. The Council will determine the kinds of information needed from a component leader in order to justify support by the Teacher Center for the training activity.	4. Council criteria for screening requests by component leaders will be distributed to educational leaders and posted in the Teacher Center office. Records of requests and decisions on those requests will be filed as well.
5. The Teacher Center will develop procedures and criteria by October 1, 1974, whereby individuals and groups may request financial support for professional development activities which will directly benefit public school personnel.	5. The Teacher Center Council, with resource and staff help if needed, will design one or more forms to be used in requesting Teacher Center financial support for a professional development activity. These forms, when developed, will be distributed to school centers, department heads at the college of education, administrative offices, etc.	5. Request forms developed by the Council, with notes on the dates of their implementation, will be filed in the Teacher Center office. Copies of completed request forms, categorized by type, will also be kept on file.

GOAL 1 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
6. The Teacher Center will offer to serve as the vehicle for the proliferation to school centers of district-based programs designed to promote curriculum development and innovation (e.g., learning resource instructional materials production laboratories).	6. The Teacher Center staff will consult with district leaders, including the Director of Learning Resources, to explore ways to develop school-based curriculum development programs. Where initial or expanded implementation would be possible with Teacher Center financial and/or human support, the Council will make appropriate policy and budget decisions with respect to Teacher Center involvement.	6. Notes on conferences between district leaders and Teacher Center staff and the implications of these discussions for Teacher Center activities will be presented to the Council and placed on file in the Teacher Center office. Council decisions on Teacher Center involvement will be documented in the minutes of meetings and placed on file. The staff will collect, review, summarize, and file appropriate evaluation data on any implementation activities sponsored by the Center.
7. The Teacher Center will recommend the formation of inter-institutional groups to discuss resource sharing in selected high cost areas.	7. The Teacher Center Council will urge status leaders in the college of education and school system to authorize their staff members to discuss resource sharing programs such as micro-teaching laboratories, instructional materials production center, and inter-institutional film loan.	7. Copies of letters from the Council to status leaders will be filed in the Teacher Center office. Notes on meetings held and outcomes determined will also be filed when available.
8. The Teacher Center will work with leaders and administrators of the school board and college of education	8. The Teacher Center Council and staff, with appropriate resource assistance, will work with school board and college of education personnel to	8. Notes on procedures used to identify priority needs for high-cost programs and notes on meetings

GOAL 4 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
to identify priority needs for high cost programs and activities (such as a laboratory for curriculum development through materials production) for which they might seek, individually or collaboratively, supplementary funding from federal or private sources.	prepare proposals for additional funding according to the guidelines provided by the funding source.	with school board and college of education personnel with respect to proposal planning will be filed in the Teacher Center office. Copies of proposals and letters from funding sources concerning the disposition of the proposals will be filed in the Teacher Center office, also.

GOAL 5

To develop a systematic plan for the evaluation of all clinical preservice and inservice training activities conducted under the auspices of the Teacher Center.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center will design and test by March 1, 1975, one or more evaluation procedures to assess the impact of preservice field experiences from the point of view of at least a sample of preservice students, supervising teachers, and supervising professors.	1. The Teacher Center Council and/or staff will work with a committee of public school and college of education personnel to design one or more instruments or procedures to evaluate the quality of the preservice field experiences in terms of the extent to which predefined objectives are met. The survey procedures will be piloted and refined as needed.	1. Documentation of meetings including dates, topics discussed, names of participants, procedures followed, decisions reached, etc. will be filed in the Teacher Center office. Sample copies of evaluation surveys, results of their use, and revisions will also be filed.
2. The Teacher Center will design and test by March 1, 1975, one or more evaluation procedures to assess participant response to inservice staff development activities including those conducted under the Master Plan for Inservice Education. The Teacher Center will also review Master Plan participant records.	2. The Teacher Center Council and/or staff will meet with a task group of public school and college of education personnel to design one or more instruments or procedures to evaluate the quality of inservice training activities in terms of the extent to which lead-up, training, and follow-up activities were adequate and appropriate, and the extent to which the participant has applied the skills obtained.	2. Documentation of meetings including dates, names of those present, topics discussed, procedures followed, decisions reached, etc. will be filed in the Teacher Center office. Sample copies of evaluation surveys, their results, and revisions will also be filed.
3. The Teacher Center will implement oral or written feedback loops from preservice and inservice training evaluations to status leaders and decision-makers in an effort to contribute toward improving professional development experiences.	3. The Teacher Center Council and staff will determine one or more procedures for providing feedback from evaluations, and status leaders will be informed of the availability of evaluation summaries. Wherever possible, computer capability for conducting a range of types of evaluation analyses will be utilized.	3. Documentation of Council action with respect to evaluation feedback procedures and notes concerning feedback requests and reactions to these evaluations will be filed in the Teacher Center office.

GOAL 6

To build and/or strengthen mechanisms within the school and college of education systems for the recognition of leadership of and participation in clinical preservice and inservice training programs as a vital aspect of professional growth.

OBJECTIVES	ACTIVITIES	EVALUATION
1. At least twice during the 1974-75 academic year the Teacher Center will compile a written report about Center programs and participant responses which will be presented to organizational status leaders in the school system and the college of education.	1. The Teacher Center Council and/or staff will schedule appropriate dates for reports on Teacher Center programs, and they will compile, edit, and produce a document which illustrates the immediate and long-range values and benefits of continuous professional development.	1. Documentation of Council action concerning the production of reports, notes on procedures followed in compiling the reports, and copies of the reports will be filed in the Teacher Center office.
2. The Teacher Center will use a range of communication media to explain Center programs and services and will seek publicity for noteworthy changes in which the Center has had a role.	2. One or more members of the Teacher Center Council will assist the staff in securing publicity for successful Teacher Center programs and activities. Teacher Center publication, in-house newsletters, and public print, radio, and T.V. media will all be involved in the publicity effort.	2. Documentation of all publicity efforts will be maintained in the Teacher Center office.
3. The Teacher Center will lobby for suitable arrangements and rewards for participation in field-based professional development activities.	3. The Teacher Center Council, staff, and appropriate resource people will analyze personal and organizational constraints which impede participation in professional growth activities. They will make recommendations to status leaders for arrangements possibly to include the following: released time, stipends, compensatory time, reward structures for community service, etc.	3. Results of studies of constraints and suggested reward, incentive, or compensatory arrangement recommendations will be filed in the Teacher Center office. Copies of letters and reports to status leaders will also be filed.

GOAL 7

To develop a model collaborative organizational structure for the Alachua Teacher Center which will provide for both effective policy and administrative leadership and broad involvement in program design, implementation, and evaluation by those who participate in its programs.

OBJECTIVES	ACTIVITIES	EVALUATION
1. The Teacher Center Council will establish written policy and procedures to govern Teacher Center activities and to provide for the implementation of all Teacher Center objectives.	1. The Teacher Center Council members will meet regularly to formulate Center policies and procedures including the following concerns: selection of Council members, nomination of staff, budget-making and spending authority, appointment of task groups, responsibilities of Council and staff members, etc.	1. Records of Council decisions and action and copies of Teacher Center policies and procedures will be filed in the Teacher Center office along with copies of School Board action formalizing these policies and procedures.
2. The Teacher Center will design, implement, and evaluate by January 1, 1975 a variety of activities to inform preservice and inservice teachers, school and university administrators, students, parents, and community members about the Teacher Center Act and the Alachua County/University of Florida Teacher Center organization, purposes, and programs.	2. Teacher Center Council members and staff, with appropriate resource help, will design and implement publicity activities including multi-media presentations to inform all segments of the professional and non-professional community about the Center and to encourage them to become involved in its programs.	2. Descriptions of all Center publicity activities along with evaluative feedback on their effectiveness as communication vehicles will be reviewed by staff and Council members as a basis for further planning. Documentation of publicity activities including dates and evaluation summaries will be filed in the Teacher Center office.
3. The Teacher Center will develop a management timetable or implementation schedule which will provide for regular monitoring of the Teacher Center objectives. This schedule in draft form will be completed by September 15, 1974.	3. The Teacher Center Council and staff will draw up a management timetable including assignments of primary responsibility for tasks. Whenever needed, PERT charts or flow charts will be developed to clarify task sequences and steps. These timetables will be amended and revised as necessary upon the consent of the Council.	3. All management timetables with dates of their acceptance by the Council will be placed on file in the Teacher Center office. Reasons for modifications or revisions will be documented from Council minutes.

GOAL 7 (continued) -

OBJECTIVES	ACTIVITIES	EVALUATION
4. The Teacher Center will develop by June 1, 1975, a self-description of its organizational structure, management procedures, program activities, and evaluation procedures which might serve as a model for the formation of other collaborative Teacher Centers.	4. The Teacher Center Council, staff, and appropriate resource persons will regularly review Teacher Center files and records and will utilize them to compile a self-description of the Alachua Teacher Center. This description will be made available upon request to other operating and prospective Teacher Centers.	4. The self-description will be critiqued for accuracy by Council and staff members and critiqued for its adequacy as an operational model by selected local, state, and national figures who are active in the Teacher Center movement.

C R E A T E

RESOURCES AND BUDGET
1974-1975

ALACHUA COUNTY SCHOOLS						UNIVERSITY OF FLORIDA	
Inservice Resources (FTE + Research & Development Program)		Earmarked Staff Development Funds				CREATE Center	Teacher Corps
		Title I	Title III	ESAA	Career Educ.		
Personnel							
Director (12 months)	$ 19,500.					4 FTE Units & related resources.	
Resource teacher/coordinator (12 months)	16,400.	$ 18,000.		$ 88,000.	$ 57,900.		
Administrative Secretary	8,750.					1 + FTE Unit preservice/first-year teachers	
Evaluation assistant/secty.	6,500.						
Social Security, Life Insurance, Health Insurance (fixed charges)	11,128.						
	$ 62,278.						
Administrative Costs							
Office equipment	$ 2,500.						
Office supplies	500.						
Printing and Duplication	1,000.						
Travel for Director, Resource Teacher, & CREATE Council							
In county:	1,200.						
Out of county:	2,000.						
Program Costs							
Substitutes & stipends for educational personnel	$ 37,522.	50,000.	$ 9,500.	$ 75,000.	$ 23,000.		
Travel & per diem for classroom teachers & other educational personnel	9,000.						$20,000.

(continued) -

C R E A T E

(Continued) - Resources and Budget for 1974-75

ALACHUA COUNTY SCHOOLS					UNIVERSITY OF FLORIDA	
Inservice Resources	Earmarked Staff Development Funds					
(FTE + Research & Development Program)	Title I	Title III	ESAA	Career Educ.	CREATE Center	Teacher Corps
Program Costs (continued) -						
Training materials (competency modules, workshop participant materials, sample instructional materials, etc.) $ 15,000.	$ 15,000.		$ 34,000.			
Consultants (from non-UF sources) 4,000.		$ 2,000.	3,000.			
* $135,000.						

*This total includes the $20,000 from Florida Research and Development funds authorized by legislation.

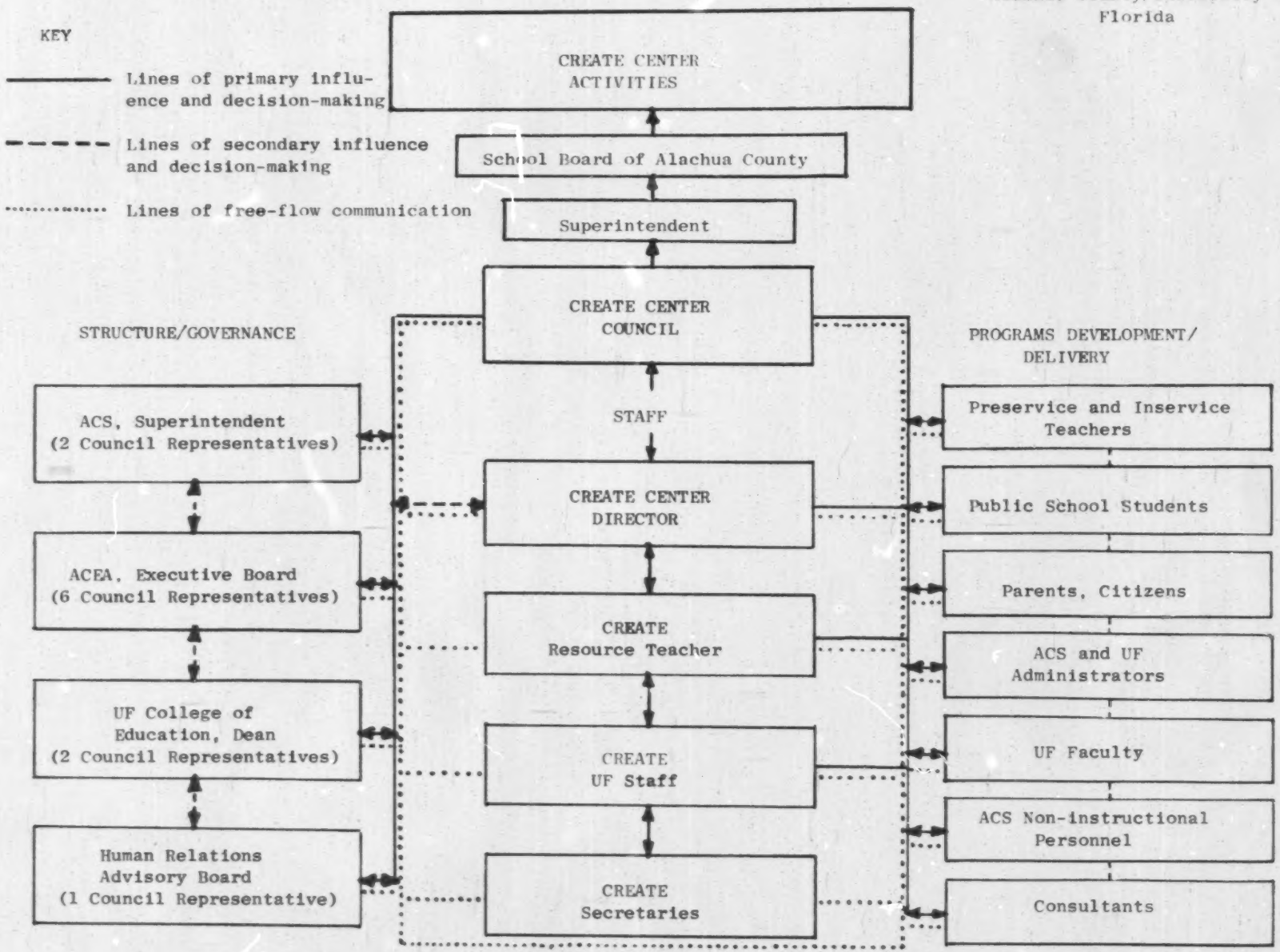
COMMITMENTS OF INSTITUTIONAL RESOURCES

The Alachua County Schools will provide office and meeting room space for the CREATE staff in a central office building and in available schoolrooms. The Learning Resources department has promised its cooperation and assistance in competency module and resource kit check out procedures, production and utilization of audiotape and videotape media, and preparation of AV publicity for CREATE. Members of the Curriculum staff assured the Council of their readiness to serve as resource people for workshops or other training activities for identified needs.

The College of Education of the University of Florida plans to commit resources over and above the four non-credit teaching units. Members of the CREATE Council will continue to serve without compensation and without charge against the FTE allocation. The College will allocate at least one additional FTE unit for the combined purpose of coordination and follow-up of student teacher placements and of assistance and support to first-year teachers. Meeting space for CREATE activities will also be made available in the College of Education building whenever feasible.

Organizational Chart

Alachua County/University of Florida



Projection of Anticipated Growth

The CREATE Council has discussed a variety of options with respect to Center growth and development within the next few years. The proposal incorporates the establishment of a number of collaborative task groups to explore specific alternatives for the future. However, at this point in time, the CREATE Council is ready to sketch the broad outlines for the future in terms of a philosophical and educational commitment to educational renewal through organizational development which releases human potential. The following statement was accepted by Council consensus at its meeting on August 5:

"While we recognize the importance of basic skills instruction for children, we feel that we must include in our efforts an emphasis on organizational development within and between our various institutions. We believe that any effective staff development and/or curricular and instructional changes should occur within the context of an effective system of procedures. Real decentralized decision-making will, we believe, require:

A. The establishment of a system of organizational effectiveness training.

B. The development of a plan for the possible creation of a network of centers and councils to ensure building level goal-setting and resource utilization with appropriate and "local" funding arrangements.

C. A continual search for a variety of data gathering techniques in order that needs and wants will be interpreted accurately. A child development focus is a major way to start improving needs assessment procedures. The Council believes that the development of ways to observe and diagnose what is happening in classrooms from the child's viewpoint and to plan learning activities for children and teachers accordingly, is a logical first step."

SUMMARY OF INSERVICE NEEDS

IDENTIFIED THROUGH TEACHER APPRAISALS

Number Demonstrating Need	Number Planning Inservice Participation	Organization and Management Needs
		General Classroom Organization and Management
		Organizational planning and discipline management, classroom atmosphere.
39	37	High School
20		Middle School
23	65	Elementary School
60	21	Individualized Instruction
		General overview of individualization - for specific needs of individual schools as a breakdown of individualizing through subject areas
31	24	Diagnostic Procedures and Evaluation
		Techniques for diagnosing and evaluating student needs along with testing results - Identification of special education students and needs
61	52	Behavioral Modification and Group Dynamics (Small and large)
		Guidance techniques
	137	Planning (long and short range)(teaming)
		Subject area, inter-disciplinary, team, school wide planning
45		Elementary School
46		Middle School
5		High School
		Breakdown
4		Kindergarten curriculum planning
3		Hard of hearing planning
7		TMR planning
12		Long range planning
1		Short range planning
5		General improved planning
24		Team planning (interdisciplinary)
5		School-wide planning
30		Planning for open concept
40		Home base activities
4		General team teaching
10		Approach to multi-age grouping
7		Effective education approach
7		Organizational record keeping

Summary of Inservice Needs - page 2

102	23	Learning Center Production, implementation in regular and open concept settings, record keeping - breakdown of subject matter in accordance with specific needs of individual schools
10		In-School Communication Faculty and staff communication improvement
83	77	Community Involvement - General Overview Parent conferences, parent aides, school-community cooperation, parent involvement - community communication Sub topic - Inter-personal relationships - student/parent/teacher/peer. Improvement of intra/inter school communication
2	0	Supervision of Student Teachers
		Curriculum Needs
		Reading Management system (skills sequences), programmed systems approach, remedial, diagnostic,
96	81	Elementary School
6	4	Middle School
65	61	High School
37	34	Metric System
25	27	Math Skill boxes, for slow learners, continue I.M.S. evaluation and use of system-wide objectives
39	35	Social Studies
		Environmental Education
13	13	All elementary
		Career Education
5	5	Elementary
7	5	Middle
		Health-Nutrition Education
16	14	All elementary

Survey of Inservice Needs - page 3

		Arts and Crafts
22	7	Elementary School
13		Middle School
		Music in Other Cultures
1	0	Elementary
		First Aid Education
1	0	Elementary
		Multi-Media Usage
4	0	Elementary School
1	0	Middle School
10	9	High School
18	0	General Use of Materials
8	8	Minority Needs Study

SUMMARY OF SCHOOL NEEDS AND CONCERNS

AS REPORTED AT MEETING OF STAFF DEVELOPMENT CONTACT PEOPLE

Needs of Local Schools as Organizations

- General needs for improved communication, group process/teaming, and problem-solving/decision-making processes (8)
  - Need for cooperative training of teachers and aides, instructional and noninstructional, faculty and administration, teachers and county staff
  - Need to develop ways to utilize individual teacher differences - strengths, talents, creativity
  - Need to develop ways for self-evaluation
  - Need for role clarification and service descriptions of county staff members
  - Need for improved parent involvement in planning
- Organization and management of time and space (8)
  - Open space utilization (2)
  - Design and utilization of learning centers (6)
- Better utilization of specialists as resources for teachers and students (3)
  - Special education
  - Guidance
    - Procedures for obtaining help for students
    - Distinguishing between guidance and disciplinary functions
    - Assistance in advisory group activities, group activities in classroom (affective education)
- Better procedures for staff development planning and implementation
  - Voluntary involvement
  - Better utilization of school and staff resource people

Needs for School Staff Skills Improvement

- Discipline - behavior management and use of alternatives; fostering positive behavior (4)
- Procedures for individualizing instruction, use of learning centers, alternative grouping patterns (7)
- Observation techniques

Summary of School Needs etc. - page 2

Needs for Curriculum Updating

Clarification of purpose and use of county-wide curriculum objectives

Reading (12)

- Diagnosis and prescription (5)
- Reading in content areas (4)
- Management system (county objectives) (2)
- Enrichment and remedial reading
- Learning laboratories

Mathematics (2)

Social studies

Drug education

Career education (3)

Outdoor classrooms

Curriculum innovations

Needs Relating to Physical Plant and/or Financial Priorities/Constraints

Need for air conditioning

Too much paper-work

Shortage of materials and equipment

Pupil-teacher ratio too high (5)

Insufficient space for special programs, learning areas (2)

Need for better lunchroom supervision

Need for more elementary physical education, music, and art specialists

SUMMARY OF INTERVIEW QUESTIONNAIRE DATA

ON PROBLEMS, SOLUTIONS, AND TRAINING NEEDS AS PERCEIVED BY SCHOOL PERSONNEL

What kinds of problems are keeping you from being as effective as you would like to be in your work?

1. Excessive pupil-teacher ratio
2. Poor student discipline
3. Insufficient supplies and materials
4. Too much paperwork

What ideas do you have about possible ways to reduce or eliminate these problems?

1. Hiring more teachers
2. Hiring more aides or enlisting volunteers
3. Provide more dollars for supplies and materials

Are there some things you would like to learn how to do more effectively? What are they?

1. Obtaining skills in teaching reading
2. Developing learning centers
3. Improving use of AV and duplicating materials

Are there some problems you would like to work with others in the school to try to solve? What are they?

1. Discipline
2. Communication

SUMMARY OF NEEDS OF THE

COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA

As a result of various discussions with the chairmen of the Departments of Education, the following activities and services were identified as concerns for the purpose of Teacher Center planning:

1. The various departments in the College of Education would like the opportunity to improve lines of communication among faculty in the county schools, faculty in the College of Education, and administrators in the public schools.

2. The College of Education faculty would like the opportunity to involve teachers in planning and evaluating pre-service programs.

3. The College of Education faculty would like the opportunity to improve their credibility with public school teachers by having time to work in the public schools on a regular basis by becoming part of a team which would provide experiences for children in classroom situations.

4. The College of Education faculty would like the opportunity to become involved in understanding children with behavior problems and to work with faculties to help manage these problems.

5. The College of Education faculty would like the opportunity to become involved in selecting and implementing new curriculum and materials in the public schools.

6. The College of Education faculty would like the opportunity to become involved in working with teachers in the county to help upgrade the reading programs for all levels of children.

7. The College of Education faculty would like the opportunity to become involved in understanding the multi-ethnic problems that prevail in our culture today and then work with all groups to bring about a better understanding between parents, teachers, and college faculties.

8. The College of Education faculty would like the opportunity to develop their own teaching competencies in a clinical situation.

9. The College of Education faculty would like the opportunity to work with teachers to develop a more systematic and programmatic field experience for pre-service education.

10. The College of Education faculty would like the opportunity to work with first year teachers to have a more effective transition between pre-service training and in-service experiences.

11. The College of Education faculty would like the opportunity to work cooperatively with teachers in mainstreaming special education children into a regular classroom situation.

12. The College of Education faculty would like the opportunity to set up a diagnostic reading center with county staff to be used in training of county teachers.

PROJECTED PATTERN FOR FTE
ALLOCATION TO CREATE
FOR FALL QUARTER, 1974

Amount of Time	Speciality Area and/or Function
2/3	reading
1/3	teaming, communication
1/3	classroom management, discipline
2/3	parent-teacher; school-community relations
1/3	comprehensive planning, participative decision making
1/3	learning centers
1/3	evaluation (effectiveness of CREATE activities including 4 FTE CREATE staff)
1/3	guidance
1/3	exceptional child
(2/3)	for planning, general consultation, and liaison with expertise in one of the above areas